

Advanced Placement English Literature and Composition

Course Overview

This open-enrollment college-level course includes an intensive study of American and British literary works written in several genres from the sixteenth century to the present. The curriculum requirements are based on the AP® English course description and are intended to fully prepare each student for the corresponding College Board exam at the end of the academic year.

The concentration of content of this course is the study of the artistic use of language in increasing complexity as employed by skilled authors to achieve specific effects on their readers. Evaluation of student progress will be through in-class and out-of-class writing assignments and content quizzes over the reading assignments.

The campus class schedule is organized in an alternating-block, so classes meet for eighty-five minutes each and for approximately seventy-eight classes over the entire year (excluding time required for mandated standardized testing and the AP examinations).

Textbooks and Teacher-Developed Supplemental Materials

State Adopted Textbook: Roberts, Edgar V. and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. 5th edition. Upper Saddle River, New Jersey: Prentice Hall, 1998.

Collateral Textbook: DiYanni, Robert. *Literature: Reading Fiction, Poetry, Drama, and the Essay*. 3rd edition. Boston, Massachusetts: McGraw-Hill, 1994.

Resource Textbook: Brown, Ann Cole, et.al. *Houghton-Mifflin English 12*. 1992 edition. Boston: Houghton Mifflin Company, 1992.

Teacher-Developed Supplemental Materials:

- I. *Writing and Revising Guide*, 33 pages, which includes
 - A. Rules for English Mechanics, Usage, Grammar, and Spelling, indexed
 - B. List of Frequently Marked Errors, keyed to Rules
 - C. Proofreading techniques
 - D. Format for Documentation
 - E. Syntax as a Reading Skill

II. *Glossary of Literary Terminology*, 20 pages

III. *Cube Notes: Guide to Analytic Reading Process*, 13 pages, which includes

A. Model question sequences, arranged from most concrete to most abstract, for examining an author's use of

1. Setting
2. Character and characterization
3. Point of view/perspective
4. Plot, action and conflict
5. Style
6. Theme
7. Other factors which contribute to meaning in a work, such as
 - a. The time period in which the work was written - the historical and social context
 - b. The author's life-circumstances, personality, interests
 - c. The author's unique language features
 - d. Philosophical background
 - e. Psychological background
 - f. Traditions - personal, cultural, etc.

B. Model question sequences for examining additional characteristics of drama

C. Guides for annotating while reading, including response-journal and adhesive notes

D. Nature of language on a continuum from literal to non-literal, denotative to connotative, literal to figurative, and symbol.

E. Kinds of evidence to use in writing about fiction and poetry

F. Application of evidence to assertion

G. Organizing ideas for analysis of literature

IV. *Test-taking Strategies*, 9 pages, which includes

A. Strategies for taking multiple choice tests on literature

B. Strategies for taking essay tests on literature

V. *Directions for Book Analysis and Reading Record Cards, with Reading Lists*, 28 pages, which includes

A. Course Description

B. Reading Record Cards

C. Book Analysis

D. Grading Standards for Book Analysis and other extended papers

- E. Open-Ended questions from Advanced Placement English Literature Exams 1979-2006, grouped by focus, with lists of works suggested for each question
- F. Cumulative list of works suggested on exams 1979-2006, arranged alphabetically, with years in which each work was used
- G. List of additional works of comparable quality which have not yet been used on the exam

Course Units

This course is organized in units of instruction by semester.

Semester One

I: Introduction to Analysis

The student will write and revise compositions in response to interpretive exercises to explicate given literary selections; the student will be able to:

- A. Analyze and answer questions based on literature, demonstrating knowledge of appropriate terminology
- B. Write responses to interpretive exercises which explicate literary selections
- C. Determine the correlation of a given rubric to given samples of analysis
- D. Create rubrics for answers to questions about literature
- E. Write essays using rubrics as a means of prewriting
- F. Evaluate essays using rubrics

II: Short Prose Narrative

The student will explicate, in discussion or critical essay, short prose narratives; the student will be able to:

- A. Analyze short prose narratives to determine the author's use of literary techniques
- B. Evaluate the effective use of literary technique in short prose narratives
- C. Write short essays explicating short prose narratives
- D. Evaluate short essays explicating short prose narratives
- E. Use the creative process to write short prose narratives

III: Poetry

The student will write and revise critical essays which explicate poetry, including considerations of structure and style as they affect content; the student will be able to:

- A. Define and identify poetic techniques
- B. Explicate poetry in discussion
- C. Write essays of explication of poetry
- D. Evaluate poetic explications
- E. Use the creative process to write poetry, if the student chooses

IV: Pre-Eighteenth Century Drama

The student will write, and/or present orally, critical analyses of plays, differentiating pre-eighteenth century dramatic literature from other genres; the student will be able to:

- A. Differentiate drama from other literary genres, especially modern drama
- B. Analyze plays to determine the author's use of literary technique
- C. Evaluate the effective use of literary technique in dramatic works
- D. Write short essays explicating pre-18th century dramatic works
- E. Analyze the existence and effect of historical intrusion in dramatic works

Semester Two

V. Modern Drama

The student will write, and/or present orally, critical analyses which explain historical development of techniques and thematic emphases of modern drama as differentiated from pre-18th century drama; the student will be able to:

- A. Analyze the existence and effect of historical intrusion in drama
- B. Write short essays explicating dramatic works
- C. Write essays synthesizing the impact of the use of dramatic techniques in two or more dramatic works, from the same or different literary periods
- D. Evaluate the effectiveness of a performance of a dramatic work
- E. Differentiate modern drama from pre-18th century drama

V. Long Prose Narrative

The student will explicate, in discussion or critical essay, novels, both assigned and self-selected; the student will be able to:

- A. Analyze long prose narratives to determine the author's use of literary techniques
- B. Evaluate the effective use of literary technique in long prose narratives;
- C. Analyze long prose narratives to determine the historical implications of the work
- D. Analyze long prose narratives to determine the sociological implications of the work
- E. Analyze long prose narratives to determine the characteristics of the author's style
- F. Write short essays explicating the literary techniques, historical or sociological implications, and author's style in a literary work as they combine to produce an effect on the reader
- G. Write essays of explication synthesizing the impact of the techniques, historical or sociological implications, or style in two or more literary works

VI: Nonfiction Prose

The student will examine, in discussion and critical essay, the logic, language, syntax, structure, and tone of short nonfiction prose passages, as those elements combine to produce an effect on the reader; the student will be able to:

- A. Identify patterns of organization of ideas
- B. Differentiate impact of different patterns of organization
- C. Determine the effect of diction, syntax, tone, and structure in nonfiction prose
- D. Evaluate the effect of diction, syntax, tone, and structure in nonfiction prose
- E. Write short essays of explication of nonfiction prose
- F. Evaluate short essays of explication of nonfiction prose

VII: Evaluative Composition

The student will write documented evaluative and expository essays on topics relating to literature; the student will be able to:

- A. Use the writing process and higher level thinking skills to write short essays of explication in response to questions about literary selections;
- B. Use the writing process and higher level thinking skills to write long essays of explication of literary selections;
- C. Use appropriate systems of documentation to identify sources of information used to support assertions;
- D. Evaluate and revise mechanics, diction, syntax, and organization in personal and peer compositions.

E. Employ the feedback they receive from their peers and the teacher in moving their writing toward the stylistic maturity defined and described in the College Board Course Description of Advanced Placement English Literature and Composition.

VIII: Test Preparation *

The student will develop and practice procedures for answering objective and subjective test items such as those appearing on the Advanced Placement Examination in English Literature and Composition. The student will be able to:

- A. Analyze essay questions to determine requirements of question and best order for response;
- B. Provide required evidence and apply evidence to assertions of answer;
- C. Analyze multiple choice questions to determine best question attack;
- D. Use process of elimination and other question attack procedures appropriately;
- E. Manage time appropriately to be able to attempt all questions possible.

*The activities of this class prepare the student to address the tasks on the Advanced Placement Examination in English Literature and Composition, which consists of

Two sets of multiple choice questions on given poems

Two sets of multiple choice questions on given short prose passages

An essay analyzing a given poem or poems, to be written in forty minutes

An essay analyzing a given prose passage, to be written in forty minutes

An essay addressing a topic related to the analysis of long work (novel, play, epic) to be written in forty minutes

Major Assignments

I. Reading

“The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description.” Each student reads at least eight works that he selects from the list of works that have been listed in the Open-ended questions of the AP Exam (see Book Analysis, below). The list is cumulative from 1970 to the present.

All students are required to read, in addition to self-selected major works and assigned short fiction:

A Separate Peace, John Knowles
Hamlet, William Shakespeare
Ethan Frome, Edith Wharton
A Doll’s House, Henrik Ibsen
Death of a Salesman, Arthur Miller
Siddhartha, Herman Hesse
Lord of the Flies, William Golding
Heart of Darkness, Joseph Conrad
The Importance of Being Earnest, Oscar Wilde

Students view recorded productions of
Rosencrantz and Guildenstern are Dead, Tom Stoppard
A Doll’s House, Henrik Ibsen
The Importance of Being Earnest, Oscar Wilde

Students read and analyze poetry of Shakespeare, Donne, Keats, Wordsworth, Dickinson, Frost, Brooks, and Braithwaite. In addition, students select other poetry from the textbooks to explicate and present orally to the class.

Incorporated in Instructional Units I, II, III, IV, V, VI, VII;

Supported by Instructional Resources *Cube Notes* and *Directions for Book Analysis and Reading Record Cards, with Reading Lists*;

II. Writing

A. “The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s: structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone.”

1. Each student writes Eight Book Analyses, one every four weeks, examining how the author of a work, selected independently by the student from the list of works that have been listed in the Open-ended questions of the AP Exam since 1970, employs a specific literary strategy in addition to plot to convey or enhance a theme of the work. These analyses are four typed pages long. The class employs peer-editing prior to submitting each paper and each student corrects the

flaws noted in the scoring of his paper by the teacher. Students are encouraged to confer with the teacher during the planning and writing of the paper.

2. Each student writes an analysis of his eight Book Analyses at the end of the year, assessing development and evolution of analytic skills and composition competence. Students are expected to employ the feedback they receive from their peers and the teacher in moving their writing toward the stylistic maturity defined and described in the College Board Course Description of Advanced Placement English Literature and Composition.

Incorporated in Instructional Units I, II, III, IV, V, VI, VII, VIII;

Supported by Instructional Resources *Cube Notes* and *Writing and Revising Guide*

B. “The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

Writing to Understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers).”

1. Each student prepares and maintains a file of Reading Records of the works he has read during high school, identifying themes and major characteristics of each work and a personal response to the work. Each student should have made records of at least 35 works before the AP exam.

These records are used to review the works in preparation for the AP Exam.

2. Each student writes at least twelve timed writings drawn from, or modeled on, the released exam material of the College Board.

Incorporated in Instructional Units I, II, III, IV, V, VI, VII, VIII;

Supported by Instructional Resources *Cube Notes* and *Directions for Book Analysis and Reading Record Cards, with Reading Lists*;

C. “The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

Writing to Explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text.”

1. Each student writes at least twelve timed writings drawn from, or modeled on, the released exam material of the College Board.

2. Each student writes eight Book Analyses, one every four weeks, examining how the author of a work, selected independently by the student from the list of works that have been listed in the Open-ended questions of the AP Exam since 1970, employs a specific literary strategy in addition to plot to convey or enhance a theme of the work. These analyses are four typed pages long. The class employs peer-editing prior to submitting each paper and each student corrects the flaws noted in the scoring of his paper and other feedback from the teacher. Students are encouraged to confer with the teacher during the planning and writing of the paper.

3. Each student writes an analysis of his eight Book Analyses at the end of the year, assessing development and evolution of analytic skills and composition competence. Students are expected

to employ the feedback they receive from their peers and the teacher in moving their writing toward the stylistic maturity defined and described in the College Board Course Description of Advanced Placement English Literature and Composition.

Incorporated in Instructional Units I, II, III, IV, V, VI, VII, VIII;

Supported by Instructional Resources *Cube Notes* and *Writing and Revising Guide*

D. “The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

Writing to Evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.”

1. Each student writes Eight Book Analyses, one every four weeks, examining how the author of a work, selected independently by the student from the list of works that have been listed in the Open-ended questions of the AP Exam since 1970, employs a specific literary strategy in addition to plot to convey or enhance a theme of the work. These analyses are four typed pages long. The class employs peer-editing prior to submitting each paper and each student corrects the flaws noted in the scoring of his paper by the teacher. Students are encouraged to confer with the teacher during the planning and writing of the paper.

2. Each student writes an analysis of his eight Book Analyses at the end of the year, assessing development and evolution of analytic skills and composition competence. Students are expected to employ the feedback they receive from their peers and the teacher in moving their writing toward the stylistic maturity defined and described in the College Board Course Description of Advanced Placement English Literature and Composition.

Incorporated in Instructional Units I, II, III, IV, V, VI, VII, VIII;

Supported by Instructional Resources *Cube Notes* and *Writing and Revising Guide*

E. “The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

1. A wide-ranging vocabulary used appropriately and effectively
2. A variety of sentence structures, including appropriate use of subordination and coordination
3. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
4. A balance of generalization and specific, illustrative detail
5. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure”

Students’ “Papers will be marked with two grades, Content and Style (which includes mechanics, diction and syntax). The grading standards for Style are printed below for your convenience. You have been provided with a sheet on which to record my evaluation of your

work before you return your CORRECTED paper to be filed. Since you will use all these papers for your final project of the year, it is imperative that they be kept together.

You must correct errors in mechanics, diction, and syntax by writing the correction on the back of the page that faces the error. A key to the color-coding for errors is on the chart of Frequently Marked Errors on the back of the Book Analysis Record Sheet. Keep the Book Analysis Record Sheet with your syllabus in your notebook to note your problem areas and progress. Grammar and Composition references are available in the classroom for you to consult. You have been provided a condensed handbook (the green *Writing and Revising Guide*) to use as a home reference.” (*Directions for Book Analysis and Reading Record Cards, with Reading Lists, p. 5*) Incorporated in Instructional Units I, VII;

Supported by Instructional Resources *Writing and Revising Guide* and *Directions for Book Analysis and Reading Record Cards, with Reading Lists*

Major Assessments

1. Book Analyses (See above)
2. Timed Writings from College Board materials (see above)
3. Timed writings, in the manner of the College Board materials, based on the literary work under study
4. Advanced Placement Examination in English Literature and Composition, 1999 (Full released test)
5. Advanced Placement Examination in English Literature and Composition, 2004 (Full released test)

Directions for Book Analysis and Reading Record Cards, with Reading Lists, pages 1 – 5:

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION SYLLABUS

Advanced Placement English is a college-level class with college-level requirements. At the end of the Spring Semester you will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Literature and Composition. If you choose not to meet the requirements of this course so as to demonstrate the college-level skills which you are expected to develop, you will not receive the weighted course grade earned by successful AP students.

You will need to provide yourself with a loose-leaf notebook that you reserve for this class, college-rule notebook paper, Post-it notes, black erasable pens (EraserMate is best), number-two pencils, a set of highlighter pens in at least five colors, a calendar, a pocket dictionary, and a thesaurus. You will also find it useful to have a reference to mythology and a concordance to the Bible to use in analysis. These reference materials are available on the shelves in the classroom; you may use them at any time.

Put this syllabus with the other materials in your notebook for this class; you must produce it in class whenever I ask for it in order to make additions, clarifications or adjustments.

The accompanying SCHEDULE will help you plan your work. Reading assignments and other assignments are to be completed, ready for discussion, on the dates noted. Reading quizzes will be given periodically on the reading due dates. You are responsible for keeping dated notes on the content of this course in order to measure your progress. Your notes will be checked for efficiency periodically.

Read this syllabus, the Schedule, and the “Directions for Book Analysis and Reading Record Cards” before the first class day and be prepared to ask any questions you may have about the schedule then.

READING RECORD CARDS

One of the major problems that confronts students taking the Advanced Placement Examinations in Literature is the Free Response question, which requires that the student choose a work from his own reading experience to support his answer. The Book Analysis is one means that you use to prepare for this event; another means is the system called Reading Record Cards.

You will create a computer file in which you will record information about EVERY BOOK that you have *ever read* that is of literary merit, using one-half page (a "Reading Record Card") for each work. You will maintain the file in alphabetical order by author. You will use these as a flashcard review system to prepare for the AP test. To insure that you do not procrastinate, I require that you turn in these sheets for checking during the semester; SEE YOUR SYLLABUS FOR DUE DATES. The first requirement is twenty works, with more to be added later. You will create a Reading Record Card for each Book Analysis and turn it in with the Analysis.

The format for the "cards" is:

Student name and class period	card #
TITLE	AUTHOR (date born-date died/where lived)
publication date of work [original, not current edition]	
SETTING-place/time	
THEME OR MAIN IDEA: [in one declarative sentence]	
Brief PLOT SYNOPSIS:	
CHARACTERS [with brief descriptions] [identify Protagonist and Antagonist]	
Major SYMBOLS, Patterns of Symbols, or ALLUSIONS present	
DISTINGUISHING CHARACTERISTICS of the work	
A quotation from the work which is representative of the theme of the work as a whole, with page number of source	

Number the cards on the front in the top right corner.

The top card in the stack should be a "Table of Contents" for the stack, listing all the works for which you have made cards.

NOTE: "Brief" means "BRIEF": you should not use more than one-half page for each work!

Minimum acceptable font size is 10 point Times.

You may abbreviate, but use standard abbreviations so that you don't forget what they mean. Remember to make a backup copy of this file on disk or other medium separate from the hard drive of your computer, just in case. Always save and backup before you print. Set your word-processing software to save automatically at intervals of about 10 minutes.

NOTE: Submitting summaries downloaded from or based on Web sites such as SparkNotes or Pink Monkey constitutes Plagiarism, which is cheating. This is NOT acceptable and will be dealt with severely.

P.S.: Students who have used this system faithfully say that it helped them get a better score on the AP test; students who have not used it honestly say that they wish they had.

(The adverb honestly in the sentence above can modify either used or say; the statement is true both ways.)

THE BOOK ANALYSIS

The Book Analysis assignment closely parallels the Free-Response question of the Advanced Placement English Exam. If you develop skill in writing this assignment, you will do well on this section of the AP Exam. Familiarity with some of the works on these lists is essential to writing the Free-Response Essay. A listing of the "Suggested Works" with the years in which each work was listed in the Advanced Placement Examination in English Literature and Composition, as well as a list of works which may be used on the test in the future, is included for your information. You may choose works from either of these lists for your Book Analyses. You may propose other works for my PRIOR approval. Book analyses on works not on these lists will not be accepted without prior approval.

The Book Analysis is not the sole focus of this course; it does, however, require that you demonstrate your level of mastery of the skills that are taught in the course. As the skills taught increase, the level of competence expected also increases. This is the "English version" of "Show your work"!

Every three to four weeks you will select a work from these lists or from another source with my prior approval. For the first paper, you will all read and write about the same book, which I will assign. You will choose the works for the remaining seven book analyses, but you should not choose more than one work by the same author, or more than two plays.

You will read the works critically and prepare an analytic paper on each work. Each paper will focus on a different element of literature as it is employed by the author. To guide you in this work, you are provided with the "open-ended" questions from prior Advanced Placement Examinations, grouped by the literary element which is the focus of the question, and the works suggested for use with each group, as well as a set of guidelines for reading a work of literature for analysis ("Cube Notes" - the pink sheets).

The emphasis of your paper is to be on your own analysis of the work rather than a survey of critics' opinions. The papers will be four typed double-spaced pages long and, in addition to the cover sheet described below, will

- identify a question about Life and the Human Condition that the work addresses and discuss how and to what extent the work answers the question; (*This is the Author's Theme Question*)
- discuss a theme of the work and how the author presents that theme through the events of the plot; (*This is part of your Thesis Statement*)
- discuss another element of the work (character, characterization, setting, point of view, style, or other distinguishing element) as it contributes to the theme (see Cube Notes)

[another way of thinking of this section is, "How does the author use (character, etc.) to convey the theme?" or "How does this element convey the theme in its own way?"]. (*This is the other part of your Thesis Statement*) All students will write on the same assigned element, working from the list of elements with focus questions printed below.

- discuss how the question addressed by the work and the response it proposes is relevant to, or observable in, your life experiences so far (including your experience through movies, television, music, and other books);
- include a conclusion that explains why the work should be included in a list of works of high literary merit.

The paper should not include citation of critics or analysis other than your own. The paper should be written in continuous discourse, with transitions between sections of content. Do not divide your paper into sections or put each part of the paper on separate pages.

Documentation of references to the work should be punctuated according to the MLA style of internal documentation. Parentheses at the end of a sentence that enclose page references are followed by the end punctuation of the sentence.

Example: Huck said, "All right, then, I'll go to Hell" (p. 148).

Example: Huck decided he could not betray Jim (p. 148).

(Hint: do not hit the spacebar after a _ or before a _)

Note: Documentation of references to plays, particularly those of Shakespeare, has a special format. A reference to Hamlet's "To be..." soliloquy would be documented (III, i, 55-89), where III is the Act, i is the scene number, and 55-89 are the lines referenced.

The diction that you employ should be formal, not colloquial. You should avoid informal terms such as "kids" when you mean "children" or "offspring", or "boss" when you mean "employer" or "supervisor", or "Mom" when you mean "mother"

The cover sheet will contain, on the lower half of the front page,

- your name,
- the date,
- the number and due date of the book analysis,
- the question which you will answer in your paper, (*This is your Thesis Question*)

The *Mother of all AP Questions* is, "How does the author use X to do Y?"

Your question should emulate this one. You should formulate this question to focus on the literary techniques employed by the author in writing the work. You may find it helpful to use the AP Exam questions provided below as models.

- and a quote from the work which is representative of the theme of the work.

DO NOT turn in the paper in a folder of any kind.

Prepare a Reading Record Card for the work and attach it to the front of the Book Analysis with a paper-clip. Remember, this card should also contain a quotation representative of the theme of the work as a whole.

You should use a standard typeface or print font, approximately 12 point Times (the same size as this).

Computers are available in the school library on Monday, Tuesday and Thursday evenings until 9:30 for those students who do not have access to a computer at home.

Papers will be marked with two grades, Content and Style (which includes mechanics, diction and syntax). The grading standards for Style are printed below for your convenience. You have been provided with a sheet on which to record my evaluation of your work before you return your CORRECTED paper to be filed. Since you will use all these papers for your final project of the year, it is imperative that they be kept together.

You must correct errors in mechanics, diction, and syntax by writing the correction on the back of the page that faces the error. A key to the color-coding for errors on the chart of Frequently Marked Errors on the back of the Book Analysis Record Sheet. Keep the Book Analysis Record Sheet with your syllabus in your notebook to note your problem areas and progress. Grammar and Composition references are available in the classroom for you to consult. You have been provided a condensed handbook (the Green Sheets) to use as a home reference.

You are admonished not to use commercially prepared notes as a source for this assignment. *Plagiarism from any source will be severely penalized.* Plagiarism is the use of the words or ideas of another without giving appropriate acknowledgement to the original author. These papers are subject to verification by unannounced work-specific reading quizzes. They are also spot-checked against computer sites from which students have been known to plagiarize. Students who repeatedly plagiarize will be removed from the Advanced Placement course. The “Scholar’s Code of Ethics” to which successful AP students subscribe expects that each student will do his own thinking and processing of the intellectual content of the course. You may confer with each other about the works you are reading, but you are expected to produce your own independent analysis.

Analytic reading of a work of literature is not the same as reading the observations of another, such as Cliff’s or Monarch Notes, or viewing a movie or television production. The AP Exam specifically warns against using such “shortcuts”. Screenwriters often make significant changes in a work in preparing it for production; these changes never affect the literary work positively. Often such changes oversimplify the issues addressed by an author or focus on too narrow a

segment of the work as a whole. Works of literary merit are thematically rich and complex, rarely focusing on single or simple issues.

You may schedule a conference with either of us at any time to seek help with selection, analysis, organization, composition, or mechanics. Preferably, you will request such a conference more than two days before the paper is due. The most successful students are those who take advantage of this opportunity.

DUE DATES ARE FIRM! Late papers **WILL BE PENALIZED** ten points per school day that they are late. This is the only situation in which we will record a grade lower than 60. If you turn in a paper late, you must put it in your teacher's hand at the beginning of your class period so that we can document the extent to which it is late and give you appropriate credit for it..

GRADING STANDARD FOR BOOK ANALYSES AND EXTENDED PAPERS

A grade of A indicates outstanding or exceptional work. An A paper treats a significant arguable proposition supported by valid documented evidence and reasoning. The language used is well-chosen and arranged, artful and extraordinarily appropriate to the topic.

An 'A' paper has no

Organizational flaws:

paragraph construction errors,

illogical thought sequences,

redundancies,

irrelevancies;

Diction flaws:

second person constructions ("you"),

contractions,

pronoun errors,

verb errors -

tense shift,

disagreement of subject and verb;

Syntax flaws:

sentence fragments,*

run-on sentences,

comma splices;

Mechanical flaws:

spelling errors,

comma errors,

end-punctuation errors.

A 'B' paper treats an arguable proposition supported by valid documented evidence.

A 'B' paper has no

Diction flaws:

second person constructions ("you"),

contractions,

pronoun errors,

verb errors -

tense shift,

disagreement of subject and verb;

Syntax flaws:

sentence fragments,*

run-on sentences,

comma splices;

and has no more than two

Mechanical flaws:

spelling errors,

comma errors,

end-punctuation errors.

A 'C' paper has reasonable assertions supported by plausible documented evidence.

A 'C' paper has no

sentence fragments *

and has no more than five

Mechanical flaws:

spelling errors,

comma errors,

end-punctuation errors.

** A paper with sentence fragments must have those fragments corrected before it will receive a grade.*